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ABSTRACT

In an effort to facilitate cooperation on a state and regional basis to develop and support environmental education programs, the Western Regional Environmental Education Project is being conducted. The purpose of this report is to provide baseline data on the status of state level programs conducted by Departments of Education and resource management agencies when the project began. A separate report is compiled for each state covering the following topics: state laws or policies; educational agency--activities and responsibilities; resources agency--activities and responsibilities; outstanding local programs; state level advisory committee; special state funding programs; testing and evaluation; resident outdoor programs; and additional information. Also included are a general summary of the above information; conclusions in the areas of personnel, funding, legislation, state agency cooperation, and evaluation; a data summary chart; list of state publications; the 1971 State Progress Survey questionnaire; and a list of council members from the 13 western states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. This work was prepared under an ESEA Title V contract. (BL)

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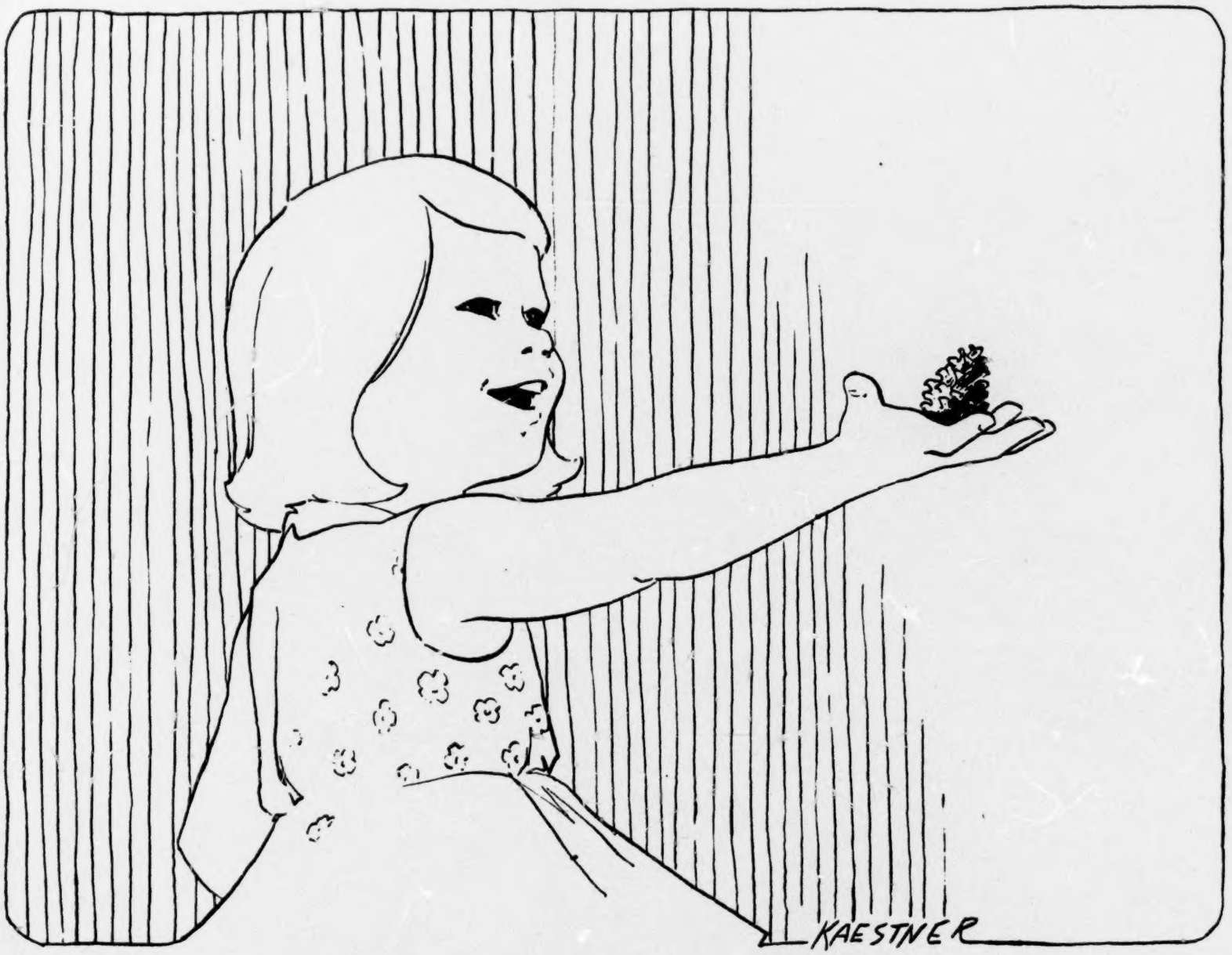
Conservation and Environmental Education in the Western States

A Status Report on State-level Programs Conducted by Departments of Education and Resource Management Agencies



WESTERN REGIONAL ENVIRONMENTAL EDUCATION PROJECT

Coordinated By
CALIFORNIA DEPARTMENT OF EDUCATION

CONSERVATION AND ENVIRONMENTAL EDUCATION IN THE WESTERN STATES

A Status Report on State-Level Programs Conducted By
Departments of Education and Resource Management Agencies

A Report Prepared for the Western Regional
Environmental Education Project (ESEA Title V, Section 505)

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PREFACE

Environmental protection--once the cause of lonely crusaders as Rachel Carson--has suddenly become a vital national concern. The general public is aware, as never before in history, that man is harming the delicate life support system of spaceship earth through a variety of destructive human activities, and that steps must be taken to reverse the trend if man is to continue living on earth with any degree of health or comfort.

Environmental concern and alarm, however, are of little value unless they can be turned into constructive action. One of the key agencies of society for accomplishing this is our educational system. Through education we must help students understand their physical, social, and cultural interaction with the environment and help them develop the skills, attitudes, and knowledge they will need to identify and solve environmental problems.

To be effective, the environmental education program must include the cooperative interaction of a number of community and governmental agencies. These cooperative efforts can and should extend beyond the local level and involve state, regional, and national organizations.

The Western Regional Environmental Education Project (ESEA Title V, Section 505) is an effort to facilitate such cooperation on a state and regional basis. Scheduled for a three-year funding period, this effort will hopefully result in permanent and lasting benefit to environmental education in the participating western states and will provide information which may be used by others in conducting similar projects.

The purpose of the following report is to provide us with baseline data as to where we were when the project began. A second report will be prepared at the conclusion of the project showing, hopefully, progress made as a result of our cooperative efforts.

Each six months a newsletter titled ECONOTES is published detailing meetings and activities of the Council. Copies of ECONOTES and further information on the project may be obtained by contacting us at the address given below.

We trust this publication will be of interest and value to the field.

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Summary of Information

State-Level Consultants

Departments of Education

Six states reported that full-time consultants were employed in their respective departments of education. Five states had part-time consultants.

Resources Agencies

In all cases reported, the resources agency consultant in conservation-environmental education served part time. In six cases the part-time consultant was in the game and fish and/or wildlife departments. Four consultants served in resource management agencies, and one each in Office of Environmental Quality Control, State Forestry Department, and State Parks and Recreation Commission.

State Laws or Policies

Ten of the states reported state laws and/or policies requiring their departments of education to do something about conservation and/or environmental education. In most instances the action was to be implemented through curriculum activities. In three states there were no laws and/or other requirements regarding conservation education.

State Publications

Nine of the reporting states have issued publications in the field of conservation and/or environmental education. The number of such publications ranges from one to twelve. Four states have not issued any publications to date.

State Advisory Committees

Eight of the states have advisory committees for conservation-environmental education. In six instances these committees are appointed by the State Superintendent of Public Instruction and/or the State Board of Education. In two cases the Governor appoints the members. In five cases the advisory committee works directly with the Department of Education and/or State Board of Education. In three instances it serves the Department of Education and the resources agency.

Special Funds for Environmental Education

Six states reported such funds. The sources of such funding were quite varied and included: ESEA Title III, ESEA Title V, Fish and Game Department, Department of Education, hunting and fishing license fees, snowmobile tax funds, and personalized license plate sales. Seven states were operating without special funding.

Outstanding Local Programs

Each state reported on at least one outstanding local program, while others reported on as many as 19. A total of 50 outstanding local programs are mentioned in the reports.

Resident Outdoor Schools

Ten states reported that they had such programs. The range was from one to 300. In some cases there was not information as to the number of students involved. In this respect the numbers that were reported ranged from 17,000 to 70,000. Three states did not have any resident outdoor schools.

School Testing Program

Only one state reported having such a program. The rest, in most instances, however, indicated that plans were underway to do something about testing.

Text Adoptions

Textbooks regarding conservation-environmental education have been adopted in one state. The others, while using a great number of materials, have not formally adopted any as official state textbooks.

CONCLUSIONS

Personnel

There is no doubt that state departments of education should have at least one full-time person to head up the conservation education program. As programs expand in the more populous western states, additional personnel at the state level may be needed.

Funding

If conservation-environmental education programs are going to be successfully established, maintained and improved, adequate fiscal support must be forthcoming from some consistently reliable source. This is not to say that money all by itself will do the job. It's how, and by whom that money is administered, that determines the success or failure of an adopted program.

Legislation

It seems evident that mandatory legislation regarding conservation-environmental education is desirable if anything of substance is to take place in all of the school systems within a given state. Such legislation ought to be well thought out in advance by all interested parties, and should be generally acceptable to most of the organizations and agencies which will be affected.

State Agency Cooperation

Mutual cooperation between a given State Department of Education and the principal resource agency(s) is absolutely essential in environmental education. The combined strength and pooled knowledge of each is required to make such programs a success.

Evaluation

At some point a satisfactory means of evaluation must be found in order to determine the effectiveness of the conservation program. Whether this takes the form of an official statewide testing program, or other evaluative methods at the local level, is a matter for each state to decide. Of importance is the fact that unless we can demonstrate program effectiveness and give a satisfactory accounting to the public, financial support will not be forthcoming.

ENVIRONMENTAL EDUCATION IN THE WESTERN STATES

State	STATE CONSULTANT		State Laws	State Publi-cations	State Advisory Committee	Special Funds for Environmental Educ.	Resident Outdoor Schools	State Testing Program	Text Adop-tions
	Dept. of Educ.	Resource Agency							
ALASKA	1 full time	1 part time	Develop statewide plan for environmental education	None	No	None	3	No	None
ARIZONA	1 part time	1 part time	None	1	Yes	Title III and V Fish and Game Dept.	None	No	None
CALIFORNIA	1 full time	1 part time	Curriculum, State Grants, Textbook Adoption	5	Yes	Personalized License Plate Fund	24	No	Yes
COLORADO	1 full time	1 part time	Materials	4	No	None	8	No	None
HAWAII	1 part time	1 part time	None	None	No	Department of Education	4	No	None
IDAHO	1 part time	1 part time	None	None	Yes	None	None	No	None
MONTANA	1 part time	1 part time	Teacher training, Curriculum	None	No	None	7	No	None
NEVADA	1 part time	1 part time	Advisory Committee, Teacher training, Curriculum	1	Yes	None	1	No	None
NEW MEXICO	1 time	1 part time	Curriculum	1	No	None	None	Yes	None
OREGON	1 full time	1 part time	Liveable Oregon Day	1	Yes	None	300	No	None
UTAH	1 full time	1 part time	Curriculum	1	Yes	"Leadership funds" for individual teachers	5	No	None
WASHINGTON	1 full time	1 part time	Curriculum, Materials	3	Yes	Snowmobile tax funds	63	No	None
WYOMING	1 part time	1 part time	Curriculum	12	Yes	Hunting and Fishing License Fees	3	No	None

ALASKA

State Laws or Policies

Joint resolution by 1970 Legislature directed the Department of Education to develop a plan for environmental education and to establish a position within the Department for an Environmental Education Specialist.

Educational Agency--Activities and Responsibilities

Environmental Education Specialist is responsible for the integration of environmental concepts into the curriculum at all educational levels. He plans and establishes environmental study areas, teacher workshops, classroom materials, and other aids relating to conservation in Alaska.

Resources Agency--Activities and Responsibilities

The Information-Education Section of the Alaska Department of Fish and Game strives to promote the conservation and perpetuation of Alaskan wildlife through a greater public understanding and appreciation of wildlife, ecology, and wildlife management practices. The Department provides and disseminates information to the public and to schools through public speaking engagements, news releases and feature articles, departmental magazine, weekly television program, and miscellaneous printed materials. Nearly all other federal and state agencies are involved in promoting environmental education through their agency in cooperation with Alaska.

Outstanding Local Programs

Kenai Borough School District, Title III Program; Anchorage Borough School District; Juneau Borough School District; and Hoonah School District.

State-Level Advisory Committee

To be established with adoption of State Plan.

Testing and Evaluation

None at state level. Evaluation plan being tested in Kenai Title III project.

Resident Outdoor Programs

Three which involve 700 youngsters.

Additional Information

Development of a state plan for environmental education is underway. The plan will serve as a guide for environmental education and as the key to further legislative action.

ARIZONA

State Laws or Policies

None at present. Impending legislation (HB 87) directs the Department of Economic Planning and Development to prepare "a master environmental plan for the use of the state's natural resources and protection of the environment."

Educational Agency--Activities and Responsibilities

Acts as coordinator of programs and policies on local and statewide levels. Investigates and tests innovative techniques in conservation education. Serves as liaison between the school systems and state and federal agencies and the colleges and universities.

Resources Agency--Activities and Responsibilities

The Conservation Education Coordinator, Arizona Game and Fish Department, produces, develops, and coordinates conservation programs and materials for schools, agencies, and organizations. Prime responsibility and emphasis is wildlife conservation.

Outstanding Local Programs

There are eleven programs so identified. These include three teacher workshops, three projects conducted by private agencies such as Boy Scouts and Audubon, three public agency committee projects, field testing and evaluation of a state produced curriculum guide, and an environmental awareness contest involving sixth graders.

State-Level Advisory Committee

The Arizona Conservation Education Advisory Council is a voluntary, non-profit organization that promotes "public awareness and understanding of conservation through the public schools." Membership consists of representatives of state and federal resource agencies, state educational organizations, and other groups involved in conservation education on a statewide basis. Membership is by invitation of the State Superintendent of Public Instruction via nominations submitted by the Council. The Committee meets semi-annually.

Special State Funding Programs

State Department of Education provides money through ESEA Title III and Title V. Game and Fish Department also provides funds for conservation education.

Testing and Evaluation

None.

Resident Outdoor Programs

None.

ARIZONA (cont.)

Additional Information

There are two proposals for action at the district level, (1) "Operation Outreach" to develop conservation-environmental awareness in urban dwellers, and (2) conservation day camps for selected schools.

CALIFORNIA

State Laws or Policies

Legislation requres that instruction in conservation and environmental protection be given in grades one through twelve and provides for a Conservation Education Service in the Department of Education. It also provides for a citizen's advisory committee to the State Board of Education. A Joint Policy Statement on Conservation-Environmental Education has been developed and signed by the Secretary of Resources and the Superintendent of Public Instruction.

Educational Agency--Activities and Responsibilities

Under the direction of a full-time consultant, the Department provides statewide program leadership, conducts teacher training activities, coordinates the educational activities of community agencies, produces and distributes materials, maintains a conservation education library, provides consultant services, and makes program grants to qualified local educational agencies.

Resources Agency--Activities and Responsibilities

Provides support and assistance for statewide educational programs. Provides speakers, films, related printed materials, field trips, and other services to all educational levels. Coordinates with the Department of Education and assists with the work of this agency. There is a Conservation Education Committee within the Resources Agency and a part-time consultant to work with the Department of Education and other appropriate organizations.

Outstanding Local Programs

San Diego City Schools has maintained an outdoor conservation and natural science program since 1948. Sacramento County Schools conducts an outstanding resident outdoor school on a former Job Corps site. Novato Unified School District conducts an excellent summer program. Humboldt State College maintains an outstanding teacher training program.

State-Level Advisory Committee

Legislature established a 13-member Citizens' Advisory Committee to the State Board of Education. Membership of the Committee is selected by the State Board and is representative of business, industry, conservation groups, and other agencies. Advises State Board and Department of Education regarding operation of maintenance of the conservation education program and promotes community support for it. Meetings are held in Los Angeles, San Francisco, and Sacramento on a quarterly basis.

Special State Funding Programs

Funds to support the Conservation Education Service in the Department of Education and to provide grant funds to qualified school districts are provided by the sale of personalized automobile license plates.

Testing and Evaluation

Nothing specifically in this area at present, but plans are underway to develop such a program.

Resident Outdoor Programs

At present there are 24 such programs operating in the state involving 70,000 students.

Additional Information

California State and Federal Information and Education Officers Council conducts teacher workshops and has developed a joint publication for school use.

COLORADO

State Laws or Policies

The State Department of Education, by Senate Joint Resolution, is authorized to collect information, data, and materials regarding environmental and population problems that are appropriate for inclusion in courses of instruction. School districts are advised by the State Department of Education of the availability of such information. In effect, the Senate Joint Resolution merely enjoined the Department to do what it had already been doing.

Educational Agency--Activities and Responsibilities

Provides encouragement and assistance to school districts at all grade levels in the planning, development, and implementation of environmental and outdoor education programs. Conducts inservice workshops for teachers and administrators. Coordinates school faculty summer workshop scholarship programs. Obtains, develops, and disseminates appropriate learning materials to the schools and presents programs to elementary, secondary, undergraduate, and graduate students.

Resources Agency--Activities and Responsibilities

The Colorado Game, Fish, and Parks Division of the Department of Natural Resources provides one-half of the budget for the Environmental Education Consultant in the Department of Education since this consultant handles a major part of the conservation-environmental education program of this division. Provides films, speakers, and written materials to school groups.

Outstanding Local Programs

Denver Public Schools is developing a kindergarten through twelve environmental education program and a 700 acre resident center. Poudre School District in Fort Collins, in cooperation with Colorado State University, is operating a Title III ESEA program. Jefferson County Outdoor Laboratory Resident School and Cherry Creek School District have training programs for teachers and students. Environmental Action is an active student group from the University which receives foundation support. Plains Conservation Center provides a day trip program emphasizing the social history and ecology of the plains. Programs involve elementary, secondary, college, and university students.

State-Level Advisory Committee

None. However, a Master Advisory Planning Council has been organized to develop a statewide master plan for environmental education. This activity is funded by the Environmental Education Act of 1970. An interim Master Plan will be completed by March 31, 1972.

Special State Funding Program

None.

Testing and Evaluation

None.

Resident Outdoor Programs

Eight such programs reported, but no data on the number of students involved.

Additional Information

Further insight into the strategies, goals, and present operation of the environmental education program is found in two State Department of Education publications entitled "A Multi-Disciplinary Learning Strategy Using In-Class and Out-of-Class Learning Environments" and "Environmental/Conservation and Outdoor Education Programs in Colorado." Copies are free upon request.

HAWAII

State Laws or Policies

The Office of Environmental Quality Control has, by legislative mandate, responsibility to aid education in environmental matters. The Office of Environmental Quality also controls the Environmental Center at the University of Hawaii for coordination at University level.

Educational Agency--Activities and Responsibilities

The Department of Education is responsible for the development of a kindergarten through grade twelve curriculum, a major portion of which is designated as environmental studies.

Resources Agency--Activities and Responsibilities

The Office of Environmental Quality Control is responsible for coordination of all state agency efforts in environmental control, consultation with all state agency efforts in environmental control, consultation with other state departments including the Department of Education on environmental education, legislative efforts, monitoring of the environment, and liaison with federal and city environmental personnel.

Outstanding Local Programs

The Foundation Approach in Science Teaching--an ecology, physical science program for grades seven through nine--is presently being piloted in public schools and will be revised as needed through the university.

State-Level Advisory Committee

An Environmental Council composed of 15 citizens at large serves to advise the Office of Environmental Quality Control and the government on all environmental matters. All are appointed by the Governor upon the recommendation of private conservation organizations. The Director of Environmental Quality Control is chairman and meets monthly or as often as necessary with the Council.

Special State Funding Programs

Funds are available for a "Hawaiiana" program through the social studies section. This is the legislatively-designated environmental education program of the state and involves inter-island travel for study of Hawaiian culture.

Testing and Evaluation

A statewide survey of population and ecological concerns is planned for the fall. This is to be conducted through the university with input from various agencies.

Resident Outdoor Programs

There are four outdoor programs operating in the state, involving 10,000 students.

IDAHO

State Laws or Policies

None.

Educational Agency--Activities and Responsibilities

Responsibilities of agency staff members are extremely limited since there is no personnel assigned full or part-time responsibility for conservation-environmental education. Certain Department staff members are assigned conservation-environmental education as a peripheral activity in connection with their regular assignments.

Resource Agency--Activities and Responsibilities

Resource management agencies provide representation to the Advisory Committee on Environmental Education and supply printed material and trained personnel to work with the schools.

Outstanding Local Programs

Survey statements indicate that such programs are found in, and/or maintained by Boise School District #1; Caldwell School District #132; Multi-District Desert Environmental Education Program, Lincoln County; Boise State Teachers College Environmental Education Summer Workshop. The U. S. Forest Service, Bureau of Land Management Soil Conservation Service, and Fish and Game agencies also conduct local programs.

State-Level Advisory Committee

An Advisory Committee on Environmental Education composed of representatives of the State Department of Education, State Department of Public Lands, State Fish and Game Department, and Department of Public Health, has been established. Membership is subject to State Board of Education approval. The representative from the State Department is Education is the Chairman.

Special State Funding Program

None. Proposals to establish a full-time position of Environmental Education Consultant have been unsuccessful.

Testing and Evaluation

None.

Resident Outdoor Programs

At the present time there are none. A Title III program was tried in 1968-69, but did not continue.

Additional Information

The Advisory Committee has been successful in stimulating local sponsorship in several areas of a number of environmental education field days. It also sponsored the Governor's Conference on Environmental Education and Boise State College teachers' summer workshop. Some success was experienced with cooperative programs via State Garden Clubs regarding natural teaching areas on school grounds. There seems to be mounting concern by a number of "splinter groups" about the environment in general, but so far not specifically related to education.

MONTANA

State Laws or Policies

The school laws of Montana mandate the teaching of conservation in "...the public elementary and secondary schools of the state." The Montana University system must include conservation in the teacher training program. The extent and scope of the conservation education program is determined by the State Superintendent of Public Instruction in cooperation with the State Board of Education.

Educational Agency--Activities and Responsibilities

Although the Superintendent of Public Instruction does not have a specific program in operation at this time, the Department of Education, nevertheless, serves as a source of communication, cooperation, and consultation. It coordinates with other agencies in developing positive attitudes toward environmental education.

Resources Agency--Activities and Responsibilities

The Fish and Game Department, through its Information and Education Division, is responsible for making the public aware of the Department's management policies through the employment of a task force on "Gun Safety Men and Youth Educators" who visit school districts statewide and present talks on conservation.

Outstanding Local Programs

Great Falls Public Schools summer camping programs, Missoula County High Schools Outdoor Education Program, Deer Lodge Public Schools, Powell County Environmental Inservice Curriculum Center, Cut Bank Elementary Schools conservation program in cooperation with the National Park Service, and the outdoor conservation and environmental education programs maintained by the Columbia Falls Elementary Schools, and the Billings Public Schools.

State-Level Advisory Committee

None.

Special State Funding Programs

None.

Testing and Evaluation

No information at this time.

Resident Outdoor Programs

No information available.

NEVADA

State Laws or Policies

Senate Bill 350, 1971 (approved April 26, 1971) created an advisory committee on environmental education. It requires the State Department of Education to coordinate and develop an environmental education program and to appoint an environmental Education Consultant. Provides for instruction in ecology in the public schools and the university. Provides for outdoor education, teacher training, and certification in environmental education.

Educational Agency--Activities and Responsibilities

State Department of Education Consultant in Environmental Education provides leadership for the program through the development and distribution of instructional materials, organizing teacher inservice training programs, and coordinating efforts of public and private educational agencies concerned with environmental education.

Resources Agency--Activities and Responsibilities

Department of Conservation and Natural Resources published "Preserving Nevada's Environmental Heritage". Final Report--Governor's Natural Resource Council, November 1970.

Outstanding Local Programs

Outstanding programs are reported for Clark, Washoe, and Churchill County Schools.

State-Level Advisory Committee

Recent legislation created the Nevada Advisory Committee for Environmental Education for the purpose of advising, coordinating, and supporting environmental education programs in the state. The Committee consists of seven members appointed by the Governor.

Special State Funding Programs

None.

Testing and Evaluation

None.

Resident Outdoor Programs

One for underprivileged children.

NEW MEXICO

State Laws or Policies

Minimum standards approved by the State Board of Education provide for the inclusion of the conservation of natural resources in the science program at the elementary level.

Educational Agency--Activities and Responsibilities

A specialist in science and conservation education is assigned part-time to implement the program. Through his leadership a Conservation Handbook for Teachers has been published. A series of workshops are planned for the Fall of 1971 to assist selected teachers in using the first edition, evaluate it, and provide revisions that may be necessary.

Resources Agency--Activities and Responsibilities

Although the State Game Department has no legislated responsibilities in this area of instruction, it does, to the limit of its financial resources and personnel, provide speakers, publications, and films for schools, clubs, and community organizations. The Department maintains weekly television and radio informational programs. Hunter-safety training, which includes instruction in conservation and environmental quality, is a mandatory responsibility of this agency. Liaison is maintained with other state, federal, and local agencies concerned with conservation.

Outstanding Local Programs

Roswell Public Schools (geology museum, teacher training, field trip, and science program). Albuquerque Public Schools, 130 acre outdoor education center in the Sandia Mountains for teacher training and on-site visitation by pupils.

State-Level Advisory Committee

No such committee existed at the time of the survey, but plans were underway to form one. Representation will be sought from teacher groups, university teacher education personnel, and others from related subject areas, as well as representation from interested resource agencies and public organizations.

Special State Funding Programs

None.

Testing and Evaluation

One third of all school districts are evaluated each year by objectives. The California Test of Basic Skills is administered to the fifth, eighth, and eleventh grades.

Resident Outdoor Programs

None.

Additional Information

There is an organization in Sante Fe known as the Central Clearinghouse that has been doing a considerable amount of work toward promoting environmental education in that area. It operates entirely on private donations. In some instances this group has cooperated with the State Department of Education in reaching other areas beyond Santa Fe.

OREGON

State Laws or Policies

State law requires schools to provide activities in conservation and environment on the last Friday in April, which has been designated as "Liveable Oregon Day."

Educational Agency--Activities and Responsibilities

Promotes environmental education in the schools and provides assistance to schools via inservice training program, curriculum development, and materials.

Resources Agency--Activities and Responsibilities

State and federal resource agencies provide materials and assistance to Oregon schools and contribute to teacher training activities in environmental and conservation education.

Outstanding Local Programs

Resident outdoor education programs in a three-county Portland metropolitan area, teacher inservice training with the U. S. Forest Service, and the Outdoor Education Masters Program. Another outstanding program is the Environmental Education Clearinghouse, funded by the Environmental Education Act, housed at Portland State University.

State-Level Advisory Committee

Membership consists of educators and conservationists representing public and private organizations. Members are appointed by the Oregon Board of Education. Meetings are monthly, during the school year, at the Oregon Board of Education, Salem.

Special State Funding Programs

None.

Testing and Evaluation

None.

Resident Outdoor Programs

Approximately 300 operating involving 17,000 students. This means about fifty percent of Oregon's sixth graders are attending a resident outdoor school.

UTAH

State Laws or Policies

None. However, the State Board of Education has recommended to the forty autonomous school districts that conservation-environmental concepts be included in their respective curricula.

Educational Agency--Activities and Responsibilities

The State School Office has an Environmental Education Committee representative of several curricula areas plus guidance and evaluation and teacher education programs. This Committee functions under the guidance of the objectives established by the State Board's Committee on Environmental Education.

Resource Agency--Activities and Responsibilities

The Utah Division of Wildlife Resources through their Chief, Information and Education, supplies the public with information about the Division's stewardship for managing the wildlife resources. The supplying of such information to education is a secondary consideration at present. Identifiable trends indicate that the division will become more involved with environmental education.

Outstanding Local Programs

At present nineteen school districts have been identified as offering outstanding environmental education projects. For example, under an ESEA Title III grant, the Alpine School District has published a Teacher's Guide to Environmental Education for grades kindergarten through twelve covering all subject areas.

State-Level Advisory Committee

The Utah State Environmental Education Advisory Committee is composed of ten members apparently selected by the State School Office upon recommendation of the co-chairman of the State Office Environmental Education Committee. Selection is made on the basis of the individual's interest and philosophy toward environmental education. At present, meetings are held on a bi-monthly basis.

Special State Funding Programs

Extended school year funds are widely used to support environmental education programs. Some "leadership" funds are available to competent educators involved in environmental programs.

Testing and Evaluation

None.

Resident Outdoor Programs

At present there are five such programs. There is no precise information as to the number of students involved.

Additional Information

The state of Utah has an ESEA Title III project which was voted one of the 14 best projects in the U.S.

WASHINGTON

State Laws or Policies

Legislation passed in 1971 authorizes the Department of Natural Resources to withdraw certain lands for the purpose of preserving "natural ecological systems" for the study and use of schools and colleges. Senate Concurrent Resolution #12 directs the State Superintendent of Public Instruction, in cooperation with existing public and/or private agency deemed appropriate, to examine methods and assist in efforts to provide course materials, teaching support, and assist in efforts to provide course materials, teaching support, and/or suggestions for a series of related courses or a single course on ecology.

Educational Agency--Activities and Responsibilities

The Office of the State Superintendent of Public Instruction prepares guidelines, in environmental education, provides for pre and inservice training for teachers, publishes and disseminates materials, provides consultant services, and environmental education centers.

Resources Agencies--Activities and Responsibilities

The Washington State Parks and Recreation Commission has the major responsibility to administrate, operate, and maintain areas and facilities for environmental education programs and to plan for future needs of the environmental education program. The Washington Department of Natural Resources has committed $40,000 to support the salary and activities of a supervisor of environmental education programs in the State Department of Education for a two-year period. The State Department of Game employs a full-time environmental education specialist and offers consultant services to the recreation and education community.

Outstanding Local Programs

Sedro Woolley School District was the first in the state to establish and adopt environmentally oriented curriculum objectives. The Youth Development Conservation Corps was created by the State Legislature in 1961. Highline and Snohomish County School Districts pioneered development of school-owned resident facilities for environmental education. An environmental education consultant is assigned by the United States Forest Service to the Office of the State Superintendent of Public Instruction.

State-Level Advisory Committees

The Washington State Environmental Education Advisory Committee is appointed by the State Superintendent of Public Instruction. Membership represents students, agencies, institutions, organizations, industry, and private individuals having particular interest in environmental education. On recommendation of this Committee, an Environmental Curriculum Advisory Committee was formed to design curriculum guidelines for the development of a kindergarten through grade twelve program in environmental education. The Natural Resources Forum of Washington is an umbrella organization comprised of representatives from education, resource agencies, and industry who have expressed their concern for the environmental education effort.

Testing and Evaluation

None.

Resident Outdoor Programs

The Cispus Environmental Learning Center involved 6,700 students in 1971 in their outdoor education facility. Sixty-two school districts in the state offer resident outdoor programs.

WYOMING

State Laws or Policies

State Board of Education Resolution directs the State Department of Education "...to prepare procedures and guidelines for local curriculum development by the public schools in environmental and ecological education for kindergarten through grade twelve."

Educational Agency--Activities and Responsibilities

Attempts have been made to set state goals and tie state, local, and federal program development to these goals. The Department encourages expanded attention to comprehensive environmental education activities in local districts through department workshops, publications, etc.

Resources Agency--Activities and Responsibilities

As part of the Information-Education Division, the Wyoming Game and Fish Commission has been active for about 15 years in presenting information on wildlife ecology and interactions of resources to the schools. Wildlife ecology is presented via a wildlife mobile exhibit. The Department of Agriculture is involved in a similar program.

Outstanding Local Programs

Kemmerer Outdoor Laboratory; Cheyenne Ecology Lab. Outdoor education experiences in Powell, Riverton, and University Lab School. The Game and Fish Department is involved with conservation camps for Boy and Girl Scouts and 4H youngsters. The Lander Conservation Center for Creative Learning is another outstanding program.

State-Level Advisory Committee

A fourteen-member committee, composed of representatives from state agencies, private industry, higher education, and the public schools was appointed by the State Superintendent of Public Instruction. A goals statement setting forth the functions of the Committee has been developed.

Special State Funding Programs

Part of the funds collected for hunting and fishing license fees is placed in the Information-Education budget of the Game and Fish Department to enable them to present programs of conservation education to children and adults.

Testing and Evaluation

None.

Resident Outdoor Programs

Three are operating at the present time under sponsorship of the Wyoming Game and Fish Department, the National Outdoor Leadership School, and Teton Science School.

Additional Information

Curriculum development under Title III ESEA based on state goals expanded the present curriculum to include environmental education. A package of 300 activities regarding conservation education was made available to schools in the fall of 1971.

PUBLICATIONS

ALASKA

Department of Education - "Environmental Education--Philosophy of the State Department"
Department of Fish and Game - "Wildlife Notebook Series," "Alaska's Wildlife," "Upland Game Birds," "Alaska Fish Tales and Game Trails," "Sport Fishing Guide," and "Sport Fish Predictions."

ARIZONA

Game and Fish Department - "Wildlife Views."

CALIFORNIA

Department of Education - "Ekistics--A Handbook for Curriculum Development in Conservation and Environmental Education," "Handbook of California's Natural Resources," "Bibliography of Free and Inexpensive Conservation Education Materials," "Guide to Conservation Education Films, Filmstrips, and Picture Sets," "You and Nature," "Conservation in Miniature," and "A Report to the California State Board of Education by the Advisory Committee on Conservation Education."
Department of Parks and Recreation - "A Report on a Decade--A Review of the 60's; a Preview of the 70's," "California's Historical Landmarks," and "Point Lobos State Reserve Booklet."

COLORADO

Department of Education - "Curriculum Guide in Conservation Education," "Conservation Illustrated," a supplement to the "Curriculum Guide in Conservation Education," "A Multidiscplinary Learning Strategy Using In-Class and Out-of-Class Learning Environments," and "Environmental/Conservation and Outdoor Education Programs in Colorado."

HAWAII

None listed on survey sheet.

IDAHO

None.

MONTANA

None.

PUBLICATIONS (cont.)

NEVADA

Department of Education - "Preserving Nevada's Environmental Heritage," Final Report--Governor's Natural Resources Council, November 1970.

NEW MEXICO

Department of Education - "Environmental Education Handbook for New Mexico Teachers."

OREGON

Department of Education - "Outdoor Education in Oregon Schools" and "Studies in Conservation and Outdoor Activities."

UTAH

Department of Education - "Teacher's Guide to Environmental Education."

WASHINGTON

Department of Education - "State Plan for Environmental Education" and "Guidelines for Environmental Education and Supporting Monographs."

State Parks and Recreation Commission - "Resident Youth Camp Brochure."

WYOMING

Department of Education - "Understanding Ecology."

Game and Fish Department - "Our Feathered Friends," "Our Furry Friends," "Our Big 'N Wild Friends," "Our Finny Friends," "Guarding our Heritage," and "Land is Life."

WESTERN REGIONAL ENVIRONMENTAL EDUCATION CONFERENCE

State Progress Survey Report

July 1971

State_____

Department of Education Representative (Name and Title)_____

_____

Address_____

_____Telephone_____

Resource Management Agency Representative (Name and Title) _____

_____

Address_____

_____ Telephone_____

Summary of state laws relating to conservation-environmental education_____

_____

_____

_____

_____

Responsibilities and activities of Department of Education in conservation and environmental education_____

_____

_____

_____

_____

Responsibilities and activities of resource management agency in conservation and environmental education_____

_____

_____

_____

_____

Other state-level organizations active in the field_____

_____

_____

Major state publications in the field (Please list title, brief description of contents, and name of producing agency_____

_____

_____

_____

_____

_____

_____

_____

Outstanding local programs in your area (school districts, colleges, governmental agencies, etc._____

_____

_____

_____

_____

What commercial materials have been officially adopted in your state or are widely used?_____

_____

_____

Do you have a state-level advisory committee?_____. Please note composition, responsibilities, method of selection and/or appointment of members, legal basis, meeting places and dates, etc._____

_____

_____

_____

_____

_____

_____

Are any special state funds provided for conservation-environmental education programs?_____. Please indicate source, uses, and other information_____

_____

_____

_____

Are there any resident outdoor school programs?_____Number operating in state_____. Students involved_____. Other information_____

_____

_____

_____

Has your state done anything in statewide testing and evaluation?_____
Please describe the program briefly_____

_____

_____

Other important information_____

_____

_____

_____

_____

_____

_____

Please complete this form and return to us by mail or at our meeting in San Francisco. We will use this information to compile a regional status report, so it is important that each state submit this information. Return to:

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California State Department of Education
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mb
7/71

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